



CSSI Annual Report

Summer 2025 - Spring 2026 Data¹

¹ Data reflects reports received during July 1, 2025 through June 30, 2026 reporting period. Unless otherwise noted, 2025-2026 data were pulled as of July 6, 2026. Some 2024-2025 data presented for year-over-year comparison were re-pulled on July 6, 2026 and may differ from figures published in the 2024-2025 Annual Report. Because case records continue to evolve as matters progress, historical data may change based on ongoing case activity, appeals, updated documentation, or new information. As a result, figures in this report reflect the data available at the time of the applicable data pull.

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Introduction

University Life

University Life is a central division that supports all Columbia students by fostering an inclusive, connected University community across Columbia's 17 schools and all campuses. We serve as a hub for student engagement, cross-school collaboration, and coordinated University-wide initiatives that strengthen the student experience. Our work is grounded in building trusted relationships across the institution so that students can access the resources, opportunities, and support systems they need to succeed.

We advance student well-being, belonging, and personal development through programs, policies, and partnerships that encourage connection, leadership, and dialogue across diverse experiences and perspectives. Guided by our core values of connection, integrity, respect, service, and continuous learning, we are committed to creating environments where students feel welcomed, supported, and empowered throughout their academic journey. Through close collaboration with students, faculty, and staff, University Life champions a Columbia defined by inclusion, community citizenship, and holistic support; one where every student can participate fully in campus life and contribute meaningfully to our shared University community.

The Center for Student Success & Intervention (CSSI):

As part of University Life, the Center for Student Success & Intervention (CSSI) contributes to this broader divisional mission by providing a comprehensive, 360° model that integrates Student Conduct (Individual and Group), Student Support Management, and Operations/Training. CSSI partners with all Columbia schools to triage referrals, provide clear process guidance, and remove barriers to student persistence through basic-needs support and developmentally focused interventions. Grounded in evidence-based practice and its core values of student success, integrity & accountability, and community engagement, CSSI upholds community standards while advancing equitable student outcomes.

Mission & Vision

The Center for Student Success & Intervention (CSSI) takes a comprehensive approach to student support that brings together student conduct, individualized case management, basic-needs support, education, and student success initiatives. Through collaboration with students,

schools, and campus and community partners, CSSI works to help students access information, resources, and support throughout their Columbia experience.

Our mission is to empower and support students through coordinated, proactive interventions and educational opportunities. From connecting students with essential resources to helping them understand University policies and processes, CSSI seeks to provide students with the knowledge, guidance, and support needed to navigate challenges and continue making progress toward their academic and personal goals.

CSSI's work is grounded in three core values:

Student Success

We prioritize students' well-being and personal development, providing individualized support and guidance to help them build resilience, confidence, and the skills needed to achieve their goals.

Integrity & Accountability

We uphold the highest standards of ethical conduct, fostering trust through consistency, transparency, and professionalism. Our commitment to accountability ensures fair and reliable support for all students.

Community & Engagement

We cultivate a strong, supportive environment where students feel connected and empowered. Through meaningful engagement and shared responsibility, we promote a culture of respect, collaboration, and success.

Teams within CSSI

CSSI's work is carried out across four interconnected areas: Group Conduct, Operations, Student Conduct, and Student Support. Together, these teams provide coordinated pathways to accountability, education, case management, resource navigation, and support across the University.

Group Conduct

The 2025-2026 academic year marked the inaugural year of CSSI's Group Conduct function and implementation of the Student Group Accountability Review Board (SGARB) Policy. Through this work, Columbia established a centralized framework designed to provide recognized student organizations with clearer expectations, consistent procedures, and educational opportunities related to leadership, decision-making, and accountability.

The SGARB process incorporates student, faculty, and staff perspectives and was implemented in collaboration with schools, student leaders, advisors, and campus partners. CSSI recruited and trained panelists from undergraduate and graduate communities and expanded guidance for student organization advisors, with training focused on policy application, confidentiality, evidence review, deliberation, and educational decision-making.

Feedback from panelists, advisors, student organizations, and campus partners informed ongoing refinements to training, communications, and procedural guidance. As the process develops, CSSI will continue strengthening the student group accountability framework while supporting responsible leadership and organizational learning.

Operations

Operations provides the administrative, technological, data, and process infrastructure that supports CSSI's student-facing work. During 2025-2026, the team strengthened documentation, data practices, training, and cross-campus coordination to improve consistency and continuity across services.

A major focus was standardizing recurring workflows through clearer guidance, templates, manuals, and operating procedures. Operations also continued strengthening Maxient, the student conduct and case-management platform used by CSSI and participating University partners, with emphasis on data quality, user access, training, documentation, and reporting.

The team's portfolio also expanded to include increased operational oversight of the two student Food Pantries and support for implementation of the new SGARB framework. Together, these efforts strengthened the infrastructure that enabled CSSI's work and positioned the Center to respond more effectively to evolving student and institutional needs.

Student Conduct

During the 2025-2026 academic year, Student Conduct continued strengthening communication, procedural clarity, consistency, and educational support within the Dean's Discipline process. The team focused on helping students and campus partners better understand University expectations, available procedures, and the resources that support students throughout the process.

Academic Integrity remained a significant area of focus as questions related to artificial intelligence, assessment practices, permitted resources, and independent work continued to evolve. In response, CSSI expanded educational engagement with faculty, schools, and instructional partners while refining student communications and procedural guidance.

The team also expanded prevention and educational initiatives related to Academic Integrity, ethical decision-making, community standards, and student well-being. Student and campus

partner feedback continued to inform improvements to communications, resources, and procedural preparation.

Student Support

Student Support provides individualized case management, consultation, conflict support, and resource navigation for students experiencing academic, personal, financial, interpersonal, and basic-needs concerns. The team's work recognizes that these challenges often intersect and may require coordinated support across multiple University and community resources.

During 2025-2026, Student Support strengthened collaboration with schools and campus partners while connecting students with resources such as the Food Pantry, health and wellness services, school-based support, public benefits, transportation assistance, and community resources.

The team also expanded consultation, conversation coaching, and mediation as proactive services that help students strengthen self-advocacy and navigate interpersonal or academic concerns. Return to Columbia remained another important area of work, providing structured guidance, reflection, goal setting, support planning, and school coordination for students seeking to return following disciplinary suspension.

Student feedback, case trends, programming participation, and campus partner input continue to inform how Student Support strengthens referral pathways and responds to evolving student needs.

Year in Review

During 2025–2026, CSSI strengthened the policies, systems, and partnerships that support student accountability, care, and access across the University. The Center focused on making processes clearer, more consistent, and easier to navigate while expanding proactive support for students and campus partners.

CSSI Policies & Initiatives

Conduct Policies

CSSI continued reviewing and refining the Dean's Discipline process during 2025-2026, with particular attention to procedural clarity, student communications, and consistent implementation across participating schools and offices.

Updates to policies, procedures, and guidance were designed to help students better understand applicable expectations, opportunities to participate in the process, and available sources of support. CSSI also continued working with campus partners to strengthen shared understanding of roles and procedures, particularly in matters requiring coordination across schools or administrative offices.

The evolving landscape of Academic Integrity also remained an important consideration. Questions related to artificial intelligence and emerging instructional practices reinforced the need for ongoing communication among students, faculty, schools, and Student Conduct regarding expectations, documentation, and available reporting pathways.

Taken together, these efforts supported a continuing focus on procedural clarity, educational engagement, and consistent communication across the Dean's Discipline process.

Process Improvements

Continuous improvement remained a central theme across CSSI during 2025-2026. Drawing on implementation experience, student feedback, campus partner input, and emerging trends, the Center continued refining services and processes across its functional areas.

Following the inaugural year of SGARB, Group Conduct identified opportunities to strengthen training, educational materials, policy guidance, and communication with student organizations and advisors.

Student Conduct continued enhancing procedural communications and campus partnerships while considering ways to reduce administrative burden and create additional capacity for individualized student engagement and education.

Student Support expanded consultation, conflict support, and coordinated re-entry planning, with an emphasis on providing students with practical tools for navigating difficult situations and accessing appropriate resources.

Across each of these areas, CSSI's improvement efforts reflect a broader commitment to using assessment and experience to refine services rather than treating existing processes as static.

Strategic Initiatives

Operational Excellence

Operational excellence remained an important strategic priority during 2025-2026 as CSSI continued strengthening the infrastructure that supports students, schools, and campus partners.

Investments in staff training, data quality, documentation, technology, and standardized practices helped create greater continuity across services and provided staff and partners with clearer tools for carrying out shared work.

The Center also expanded training and onboarding resources for University partners who interact with CSSI systems and processes. These efforts support more consistent practices, strengthen stewardship of student information, and create a more sustainable foundation for cross-campus collaboration.

By focusing on the systems behind the student experience, CSSI continued building the operational capacity needed to respond to increasing volume while maintaining reliable and coordinated service.

Student Support Innovation Lab

The Student Support Innovation Lab (SSIL) continued developing as a cross-campus forum focused on identifying barriers to student success and exploring coordinated responses to emerging needs.

During 2025-2026, the Innovation Lab brought together students, faculty, staff, and campus partners to examine issues related to emergency funding, student-parent support, transportation, technology, food security, emergency housing, and other areas affecting students' ability to remain engaged in their education.

Rather than focusing on a single program or office, SSIL provides a structure for examining where students may encounter gaps across existing resources and where stronger coordination could improve access. Through focused working groups, participants identified opportunities to strengthen resource navigation and develop practical responses that could be advanced collaboratively across the University.

One example of this approach was Celebrate Your Student Parent, which created an opportunity for student parents and their families to connect with one another, celebrate their accomplishments, and learn more about available resources.

SSIL also developed recommendations and practical materials designed to help faculty and staff engage students in supportive conversations and make appropriate connections to resources when basic-needs concerns arise.

Through this collaborative model, the Innovation Lab continues to move basic-needs work beyond information-sharing toward coordinated problem-solving and shared responsibility across the University.

Programming & Outreach

Programming and outreach remained an important part of CSSI's preventive and educational work during 2025-2026. Across workshops, presentations, events, communications, trainings, and resource-sharing initiatives, CSSI reached more than 6,800 students while also engaging faculty, staff, advisors, and campus partners.

The Center continued developing a coordinated educational programming model grounded in prevention, early intervention, student development, and resource connection. This approach recognizes that programming can serve multiple purposes: helping students understand University expectations, building practical skills, connecting students with resources, and creating earlier opportunities for support.

Student Support programming addressed topics such as basic-needs resources, public benefits, transportation, food access, and navigating Columbia and New York City. In addition to providing practical information, these programs also served as an entry point to individualized assistance for some students who later connected with Student Support.

Student Conduct expanded educational engagement around Academic Integrity, University expectations, ethical decision-making, and emerging questions related to artificial intelligence. The Faculty Connect Monthly Series also created an additional opportunity for faculty to ask questions, discuss concerns, and strengthen familiarity with CSSI resources and processes.

Student Conduct also advanced planning related to the educational requirements of the Stop Campus Hazing Act by reviewing available prevention resources and strengthening relevant campus partnerships.

During its inaugural year, Group Conduct used outreach, training, and educational programs to introduce SGARB to student leaders, advisors, and campus partners. These efforts provided

additional opportunities to clarify the purpose of the process, explain University expectations, and respond to questions from the community.

Taken together, CSSI's programming reflects a broader commitment to engaging students and campus partners before a challenge becomes a formal case or crisis. By combining education, relationship-building, and resource connection, CSSI seeks to create more opportunities for students to access information and support earlier in their experience.

Education, Outreach, and Student Engagement

A significant focus of CSSI's programming continues to be practical education that helps students navigate both University expectations and the realities of student life in New York City.

Programs addressed food access, public benefits, transportation, financial wellness, academic integrity, student organization leadership, University resources, and other issues connected to student well-being and success. CSSI also offered individualized opportunities through office hours, consultations, and resource navigation for students who needed more tailored guidance.

Programs developed for specific student populations, including student parents, created additional opportunities for connection, community-building, and resource-sharing. These initiatives reinforced the importance of designing programs around the distinct circumstances and barriers different student populations may experience.

Educational outreach also extended to faculty, staff, advisors, and student organization leaders. These efforts strengthened shared understanding of reporting pathways, University expectations, CSSI resources, and the roles campus partners play in supporting students.

Together, these initiatives demonstrate how programming and outreach complement CSSI's case-management and accountability functions by creating earlier opportunities for education, prevention, and connection.

Looking Ahead

In 2026-2027, CSSI will continue refining its programming model to ensure educational initiatives remain responsive to student needs and aligned with the Center's broader goals around prevention, early intervention, accountability, and student support.

Future programming will continue addressing basic needs, public benefits, transportation, financial wellness, Academic Integrity, responsible decision-making, student organization leadership, and student well-being while expanding opportunities for students to engage with CSSI outside formal processes.

Partnerships with schools, faculty, and campus offices will remain central to this work, allowing programming to draw on expertise across the University and reach students through multiple points of connection.

Assessment will also play a larger role in determining which programs are sustained, expanded, redesigned, or discontinued. In addition to participation, CSSI will continue examining student feedback, referrals, learning outcomes, and other indicators to better understand how programming contributes to student awareness, resource connection, and engagement.

Student Leadership

Students continued to play substantive roles in CSSI's work during 2025-2026 through the Student Conduct Navigator Program, Food Pantry Student Leadership Board, and Student Group Accountability Review Board.

These leadership opportunities extend beyond traditional involvement activities. Students contribute to peer support, service delivery, shared governance, educational programming, and continuous improvement, bringing perspectives that help CSSI better understand how policies, programs, and services are experienced by students.

Student Conduct Navigators

Student Conduct Navigators provide peer-based guidance for students navigating the Dean's Discipline process. Within the scope of their role, Navigators answer procedural questions, connect students with resources, and offer support from the perspective of another student.

Their involvement provides an additional layer of support during a process that students may find unfamiliar or stressful. Navigators also contribute to CSSI's broader educational work by participating in programming, providing feedback on student-facing resources, and helping identify where additional clarification may be useful.

By incorporating peer support into the conduct process, the Navigator Program helps maintain a student perspective within CSSI's ongoing efforts to improve communication and preparation.

Food Pantry Student Leadership Board

Student leaders play an important role in Food Pantry operations across CSSI's two locations in Lerner Hall on the Morningside campus and at 50 Haven Avenue on the CUIMC campus. Board members support daily operations, student engagement, inventory-related work, service improvement, and communication between students and professional staff.

Their perspective is particularly valuable because student leaders experience both the operational demands of the Pantry and the concerns students raise when accessing services.

During the year, their feedback helped inform planning related to inventory, food variety, appointment access, service delivery, and student engagement.

Through this model, students contribute directly to the operation and continued development of a resource that serves students of the Columbia community experiencing food-access needs.

Student Group Accountability Review Board Student Panelists

Student panelists serve alongside faculty and staff within the SGARB process, contributing student perspectives to review, questioning, deliberation, and decision-making.

Panelists receive the same foundational training in policy application, confidentiality, evidence review, and deliberation as other SGARB members, preparing them to participate meaningfully in student group accountability matters.

During the inaugural year, student panelists also provided feedback on the experience of serving through the process, helping CSSI identify opportunities to refine training and procedural resources for future cohorts.

Student participation on SGARB reflects a broader commitment to including student perspectives within institutional processes that directly affect student organizations and campus life.

Pantry Operations

The Food Pantry continued to serve as an important basic-needs resource for Columbia students during 2025-2026. Utilization patterns during the year reflected both increased overall distribution and more frequent use among students who accessed the Pantry, providing a fuller picture of how the resource is being used.

Utilization Overview

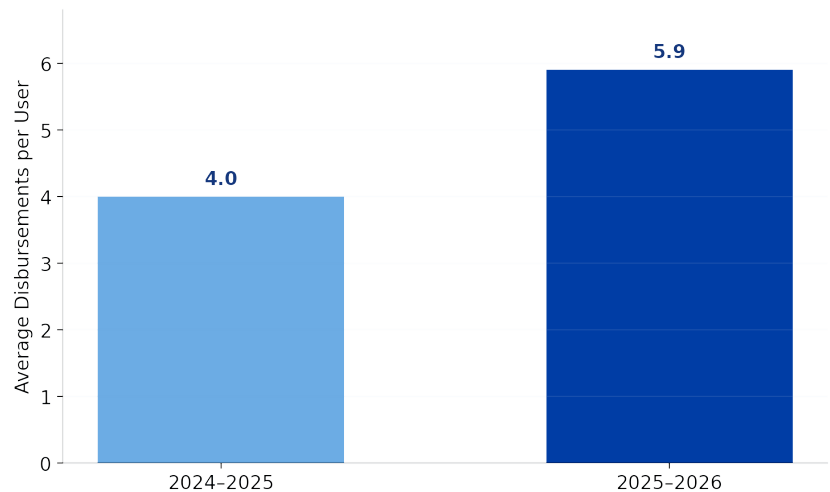
During 2025-2026, the Food Pantry recorded 4,191 food disbursements, compared with 3,456 in 2024-2025, representing an increase of 21.3 percent.

This increase is consistent with continued student use of the Pantry as a source of food assistance and should be considered alongside student feedback identifying food access, financial pressure, appointment availability, and access to fresh food as ongoing concerns.

The utilization data reinforce the importance of maintaining reliable inventory and sufficient operational capacity while continuing to assess how Pantry services can better align with student schedules and preferences.

Looking ahead, CSSI will continue strengthening inventory planning, partnerships, appointment capacity, and flexible access options to support a more reliable and sustainable Pantry model.

Frequency of Food Pantry Utilization

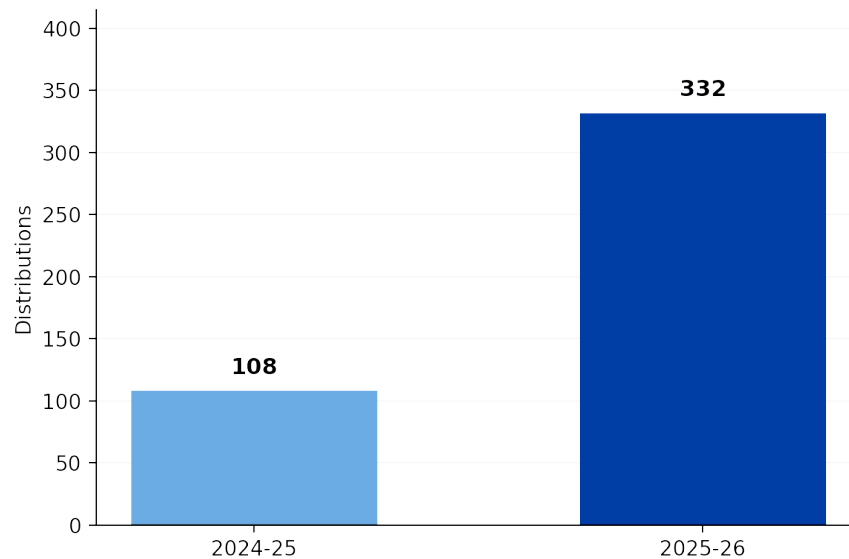


Although the Food Pantry served fewer unique students than in the prior year, students who accessed the Pantry did so more frequently. Average utilization increased from approximately 4.0 disbursements per student in 2024-2025 to 5.9 in 2025-2026, representing an increase of nearly 50 percent.

This pattern is important because unique-user counts alone do not capture the full nature of Pantry demand. More frequent use among participating students suggests that, for some students, the Pantry functions as an ongoing source of food assistance rather than an occasional resource.

Understanding both the number of students served and the frequency with which they return allows CSSI to plan more effectively for inventory, appointment capacity, staffing, and future service models.

Corbin Hill



Fresh food distributions through CSSI's partnership with Corbin Hill increased from 108 in 2024-2025 to 332 in 2025-2026.

Because the partnership began in Spring 2025, the prior-year figure represents only a partial year of activity and should not be interpreted as a direct full-year comparison.

The partnership nevertheless expanded the volume of fresh food available alongside the Pantry's shelf-stable inventory and responded to student feedback seeking greater variety and access to fresh and nutritious options.

CSSI will continue strengthening coordination with Corbin Hill and refining distribution practices to support more reliable fresh food access in future years.

Looking Forward

In 2026-2027, the Food Pantry will focus on strengthening the infrastructure necessary to provide reliable, flexible, and sustainable access to food and related basic-needs resources.

Flexible access will remain a central priority. Student feedback has highlighted barriers associated with class and work schedules, appointment availability, location, and privacy. In response, CSSI will continue exploring alternative pickup models and other approaches that may expand access beyond current service structures.

The Pantry will also continue strengthening coordination across locations through improved inventory planning, staffing, student leadership, delivery workflows, and operational benchmarks.

Partnerships with University offices and community organizations will remain important to expanding fresh food, hygiene products, public-benefits navigation, outreach, and other forms of basic-needs support.

As the Pantry continues to evolve, CSSI will also strengthen its role as a point of connection to broader resources so that students seeking food assistance can more easily learn about other forms of support relevant to their circumstances.

Annual Case Statistics

Understanding This Section: Key Terms

CSSI's data distinguishes between several related but distinct measures. Because these terms are used throughout the report, often side by side, they are defined once here so they can be applied and interpreted consistently.

Report or Request

A submission received through one of the University's reporting forms. A report may describe a conduct concern, request student support, submit an administrative request, provide supplemental information, or notify the University of another student-related matter. Receiving a report does not automatically mean that a formal case is opened.

Case

A formal record created when a report, or related information, requires tracking, review, investigation, support, or resolution through a CSSI process. A single case may comprise more than one report, and not every report results in a case; some are routed elsewhere, added to an existing case, or resolved without formal case management.

Appeal

A request for review of a finding, sanction, or procedural aspect of a case after an initial decision has been made. Appeal counts can be reported at two different stages: appeal-related report submissions (an early-stage, report-level count) and appeals ultimately filed and tracked as part of a case in Maxient (a case-level count). Because these two measures can move in different directions in the same year, this report specifies which one is being used wherever they appear near each other.

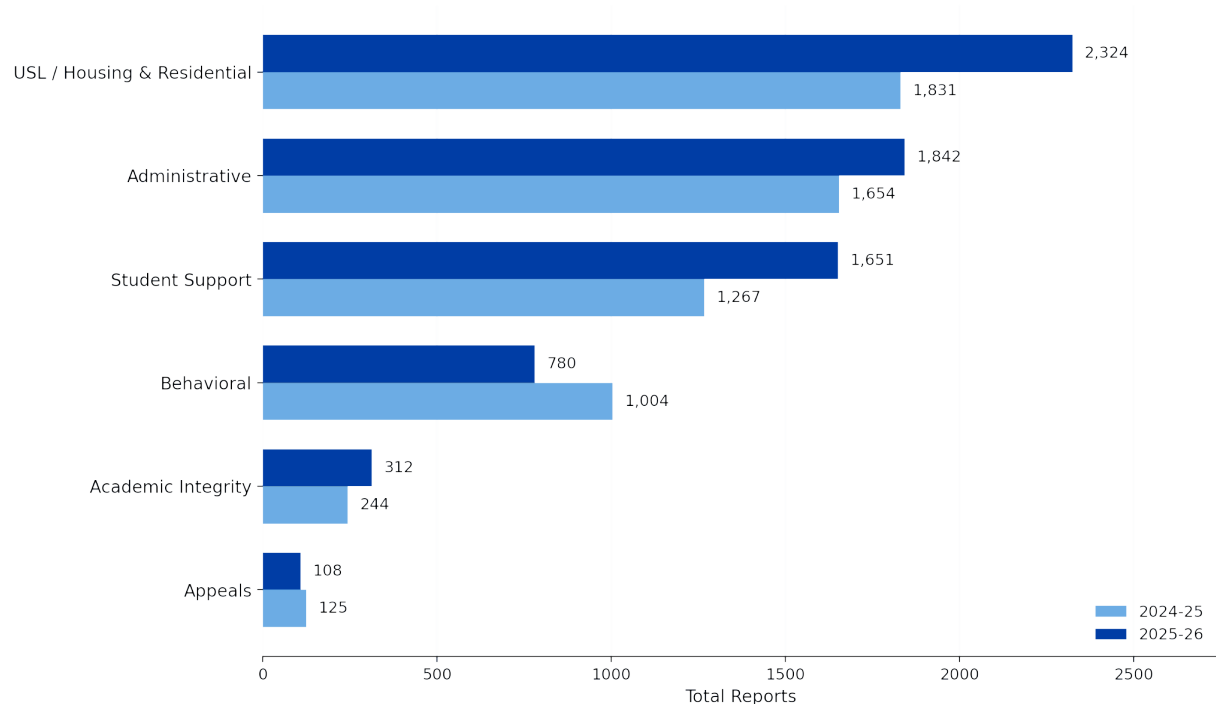
Closed or Resolved Case

A case in which the applicable CSSI process has been completed and no further action is required. An "active" or "open" case is one where review, investigation, coordination, or follow-up is still underway; this does not imply fault, delay, or an unfavorable outcome.

Readers should keep these distinctions in mind throughout the report. A large difference between report volume and case volume, or between a report-level and case-level appeal count, reflects this staged process rather than a data inconsistency.

Incident Reports

Total Incident Reports



2

During 2025-2026, CSSI received 7,017 incident reports and requests, compared with 6,125 in the prior year, representing an increase of 14.6 percent.

These report submissions included Student Support referrals, residential matters, Administrative Requests, Academic Integrity reports, Behavioral Conduct concerns, appeals, and other information submitted through reporting pathways connected to CSSI.

The increase in incident reports should not be interpreted as a corresponding increase in student misconduct or as a count of individual students. Reporting totals reflect use of the University's reporting and referral systems, and may also be influenced by changes in reporting practices, awareness, categorization, and routing.

Increases were particularly notable in Student Support and residential reporting categories, underscoring the continued use of formal referral pathways to connect students with assistance and coordinate responses across University offices.

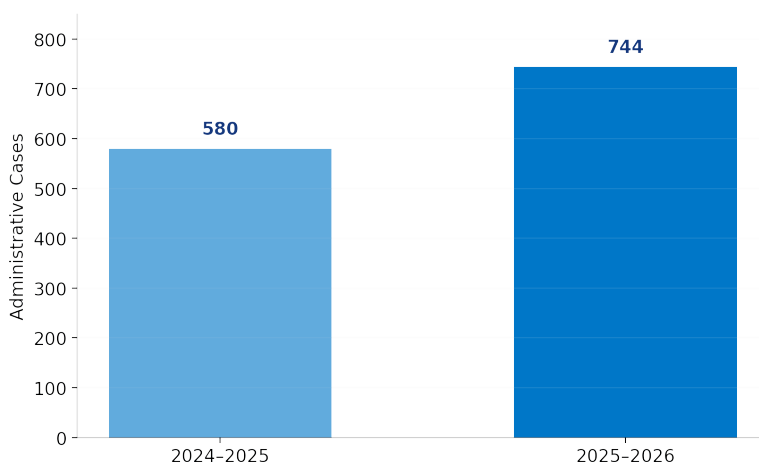
² USL refers to Undergraduate Student Life.

Academic Integrity reports also increased during the year. CSSI continues to consider these trends alongside broader developments in teaching, assessment, and technology, including evolving questions related to artificial intelligence and permitted academic resources.

Reporting data provide CSSI with an important view of how University pathways are being used and where additional education, outreach, coordination, or support may be beneficial. Continued review of these patterns will help the Center identify emerging needs while recognizing that year-over-year changes must be interpreted within the context of evolving systems and reporting practices.

Administrative

Administrative Case Volume



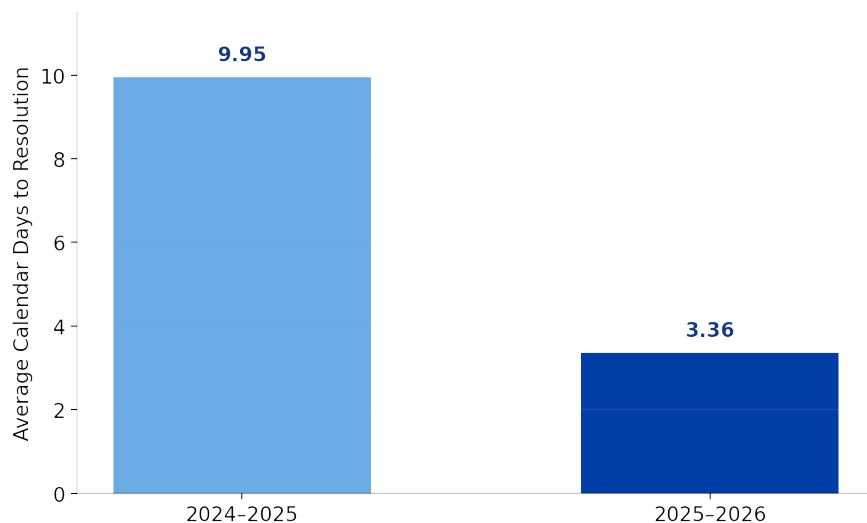
Administrative case volume increased by 28.3 percent compared with the prior year, reflecting continued use of records, certification, documentation, and other administrative services coordinated through CSSI.

Administrative cases include disciplinary record checks, certifications, Turnitin-related requests, FERPA-related matters, Transcript Notation Appeals, and other documentation or case-support functions.

Disciplinary record checks and certifications continued to represent the largest share of Administrative activity, reflecting CSSI's ongoing role in coordinating records-related processes across participating schools and offices.

As more of these requests are captured within standardized workflows, CSSI is better able to monitor demand, improve tracking, and strengthen coordination across administrative partners.

Resolution Time



Resolution time is calculated from case creation to closure for cases with complete date information

The average time required to close an Administrative case decreased from 9.95 calendar days in 2024-2025 to 3.36 days in 2025-2026, representing a reduction of 66.2 percent.

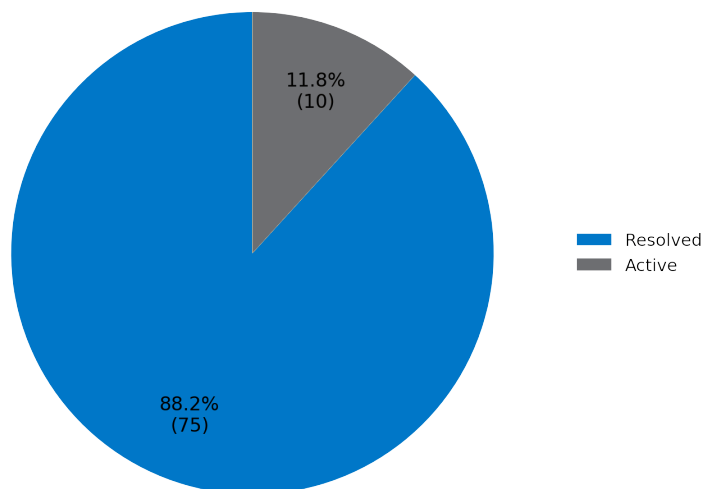
This improvement occurred during a period of increased Administrative activity and reflects continued work to strengthen workflows, documentation, and coordination across recurring processes.

Because many Administrative Requests involve time-sensitive records or documentation, shorter processing times support more prompt responses to students, schools, and University partners while maintaining the tracking and documentation necessary for institutional records.

Group Conduct

The 2025-2026 academic year marked the inaugural year of CSSI's Group Conduct function and SGARB process. The data presented below therefore establish an initial baseline for future assessment rather than a year-over-year performance comparison.

Case Status: Active vs. Resolved



Data reflect case status at the reporting snapshot. Active cases may include matters awaiting additional information, coordination, review, or resolution.

At the reporting snapshot, 75 of 85 Group Conduct cases, or 88.2 percent, had been resolved, while the remaining 10 cases continued to move through applicable review or resolution steps.

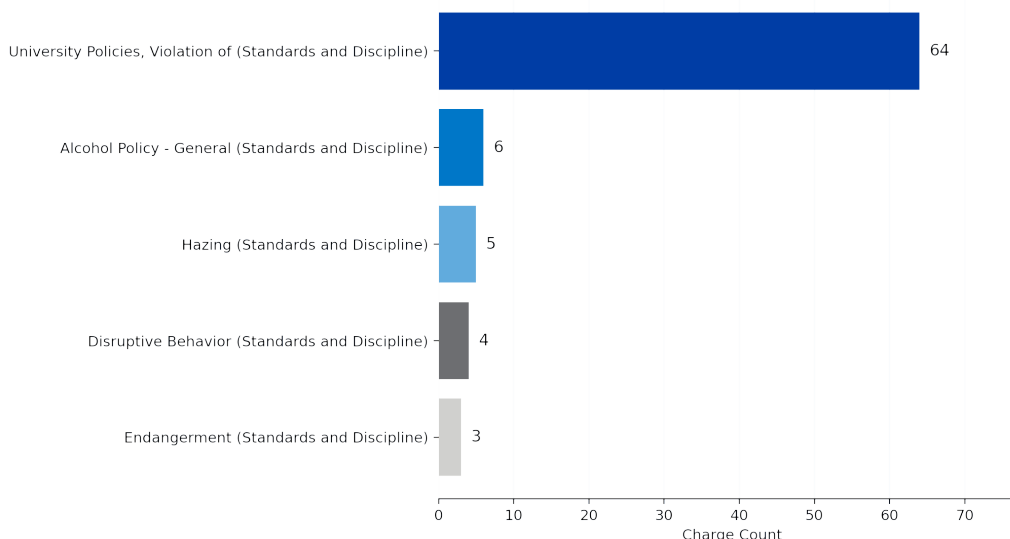
Among the 75 resolved cases, 49 were addressed administratively, 15 through an Informal Resolution, and five through a Formal SGARB Panel. An additional six cases were closed because the group was inactive or referred to another University office for appropriate follow-up. This distribution illustrates the range of pathways available within the Group Conduct process and demonstrates that not every reported concern requires the same level or type of institutional response.

Administrative resolutions represented the most common pathway and generally involved matters that could be addressed through administrative review, coordination, clarification, or other appropriate action without proceeding to an informal or formal SGARB resolution. Informal Resolutions provided an opportunity to address concerns through agreed-upon educational or corrective measures without a formal panel, while Formal SGARB Panels were used for matters proceeding through the formal hearing process.

Because 2025-2026 was the inaugural year of Group Conduct, these data provide an important baseline for understanding both case progression and how available resolution pathways were used. Cases remaining active at the reporting snapshot may reflect the timing or complexity of a matter, the availability of information, or coordination required among student leaders, advisors, schools, and campus partners.

As the process matures, CSSI will continue monitoring case status and resolution pathways to better understand how matters progress through the process and identify opportunities to strengthen communication, procedural guidance, and timely resolution.

High-Frequency Charges



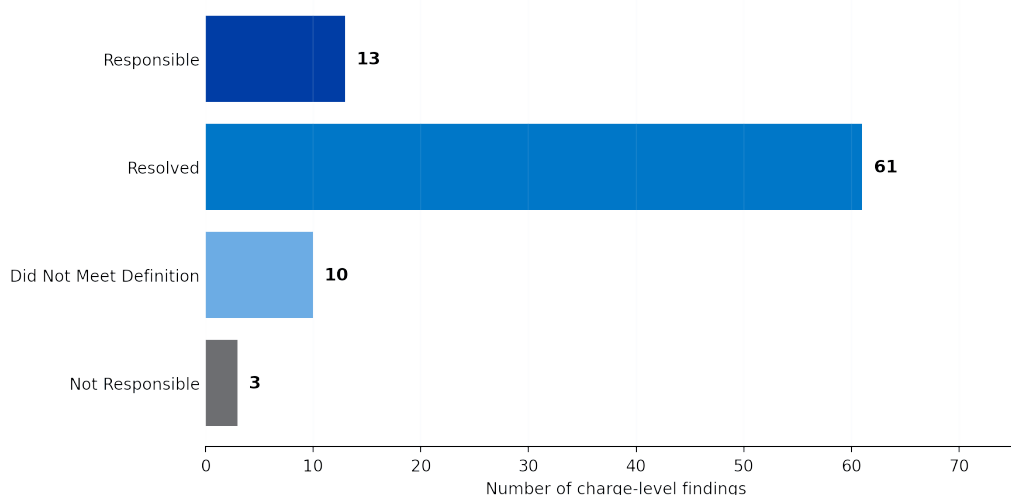
A single case may include more than one charge.

During the inaugural year, Group Conduct matters most frequently involved University policies related to student organization activities, events, guests, and use of campus resources.

These patterns provide an initial baseline for understanding the types of concerns entering the centralized Group Conduct process. They also identify areas where additional education may help student leaders and advisors better understand expectations before concerns arise.

As documentation and policy coding continue to develop, more specific analysis will help CSSI distinguish recurring concerns, identify areas for targeted prevention, and strengthen educational guidance for recognized student organizations.

Charge Outcomes



A single case may include multiple charge outcomes. "Resolved" may include informal or educational resolution pathways.

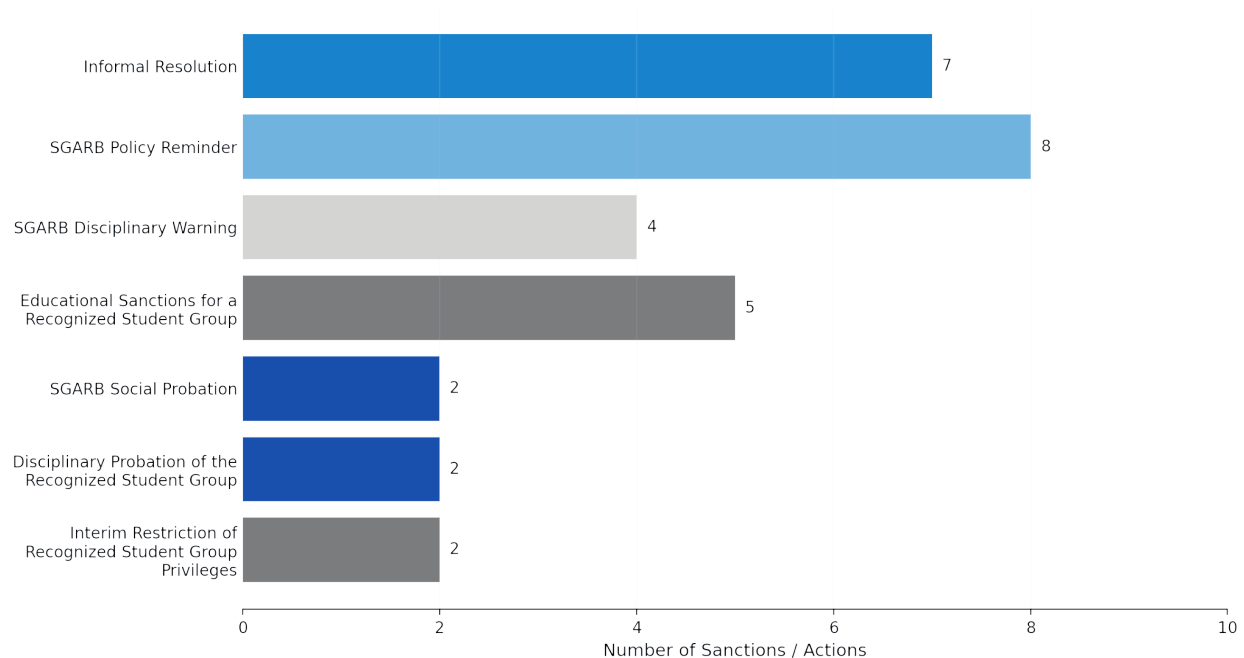
Group Conduct charge outcomes included Resolved, Responsible, Not Responsible, and Did Not Meet Definition categories. These categories reflect different pathways through which individual concerns may be addressed and should not be interpreted as equivalent types of findings.

Within the Group Conduct process, a Resolved outcome generally reflects a matter addressed without a formal determination of responsibility. Depending on the circumstances, this may occur through an administrative or informal educational resolution and may include acknowledgment of the concern, clarification of University expectations, corrective action, educational measures, or other mutually agreed-upon steps. A Resolved outcome therefore indicates that the concern was addressed through an available resolution pathway, rather than that no action was taken or that a formal finding of responsibility was reached.

By comparison, Responsible and Not Responsible reflect formal determinations regarding an alleged policy violation, while Did Not Meet Definition indicates that the available information did not meet the applicable policy definition for the charge under review.

Because 2025-2026 was the inaugural year of the Group Conduct process, these data provide an initial baseline for understanding how different resolution pathways were used. Continued review of documentation and outcome categories will help CSSI strengthen future analysis and provide greater clarity about how student group matters progress from initial concern through resolution.

Sanctions Imposed



A single case may include more than one sanction or outcome. The accompanying chart displays selected frequently recorded categories.

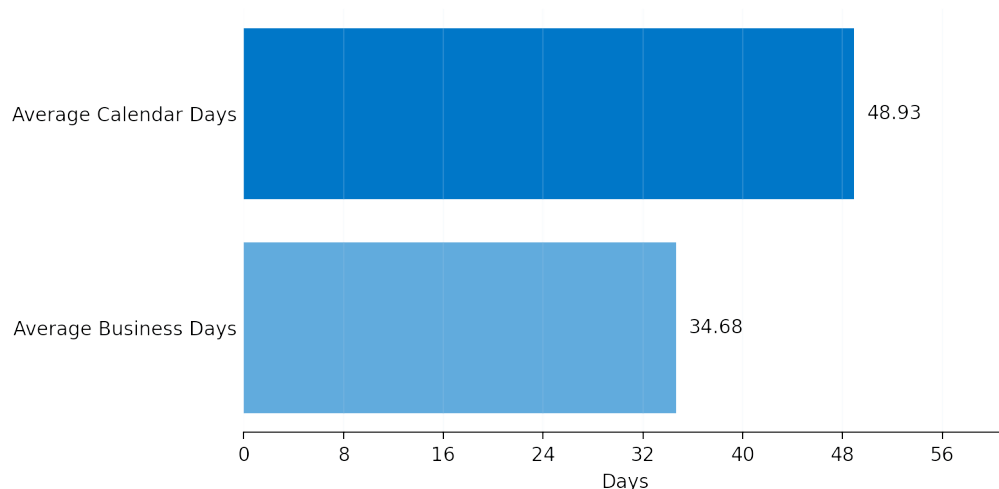
During the inaugural year, Group Conduct outcomes included educational, corrective, informal, and formal accountability measures.

Educational and informal approaches may include clarification of expectations, corrective action, or other steps intended to address concerns and strengthen organizational practices. More formal measures may be used when the circumstances of a matter warrant additional restrictions, requirements, or accountability.

The distribution of outcomes reflects the range of resolution options available within the SGARB framework and provides an initial foundation for future assessment of consistency and educational impact.

CSSI will continue reviewing outcome patterns to identify opportunities for policy education, prevention, and clearer guidance for student organizations and advisors.

Resolution Time



Resolution time is calculated from case creation to closure for cases with complete date information.

During the inaugural year, Group Conduct cases moved from case creation to closure in an average of 48.93 calendar days, or 34.68 business days.

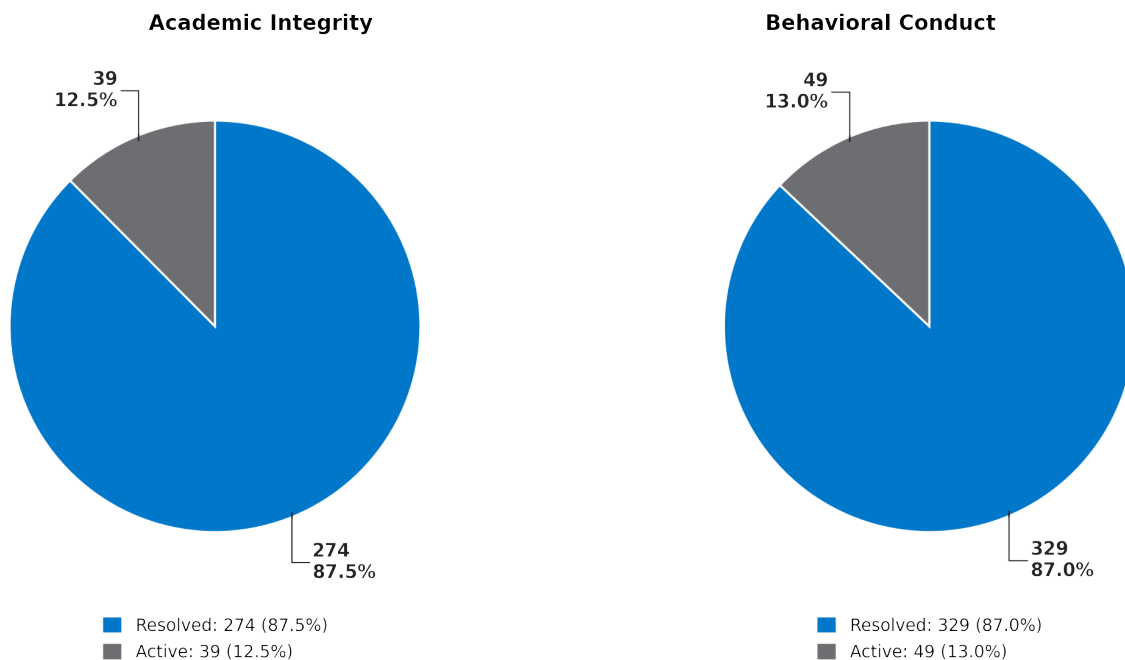
Student group matters may require coordination among student leaders, advisors, witnesses, schools, and campus partners, as well as review of information and consideration of appropriate resolution pathways.

The 2025-2026 result therefore provides a baseline for understanding the amount of time required to administer the new process. As Group Conduct develops, CSSI will continue examining resolution timelines to identify opportunities to reduce avoidable delays while preserving appropriate procedural review and communication.

Student Conduct

Student Conduct administers the Dean's Discipline process for Academic Integrity and Behavioral Conduct matters. During 2025-2026, the team managed increased activity while continuing to strengthen case progression, communication, policy education, and coordination with schools and faculty.

Case Status: Active vs. Resolved



Data reflect case status at the reporting snapshot. Active cases may include matters pending review, scheduling, documentation, appeal, or final resolution.

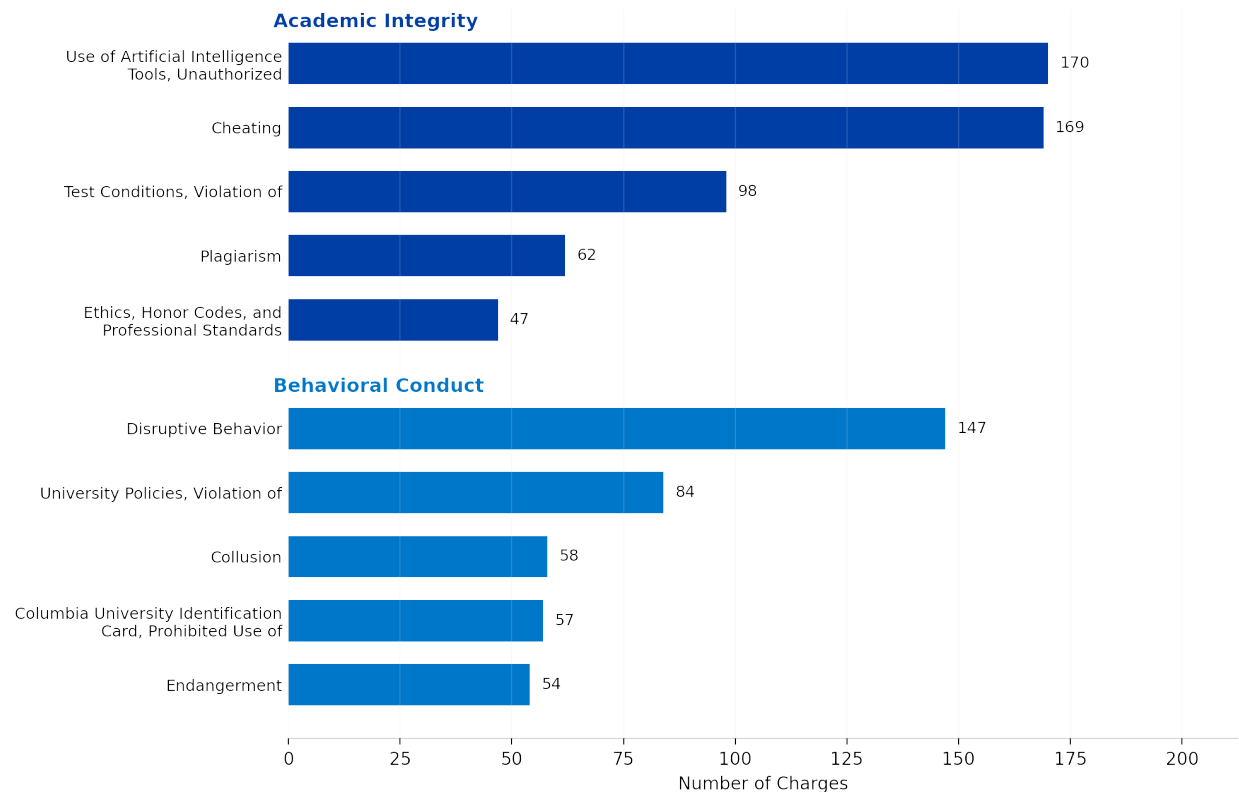
At the reporting snapshot, 87.5 percent of Academic Integrity cases and 87.0 percent of Behavioral Conduct cases had been resolved.

The Academic Integrity resolution rate remained relatively stable compared with the prior year, while Behavioral Conduct concluded the reporting period with a somewhat larger proportion of active matters.

An active case does not indicate that responsibility has been determined or that a matter is delayed. Cases may remain active because of the timing of the report, scheduling, complexity, availability of information, coordination among participants, or other required procedural steps.

Continued monitoring will help CSSI better understand case progression and identify opportunities to strengthen communication and reduce unnecessary uncertainty for students participating in the process.

High Frequency Charges



Please note that a single case may include more than one charge.

Academic Integrity data reflected increased activity involving artificial intelligence, testing practices, cheating, plagiarism, and questions related to independent work and permitted resources.

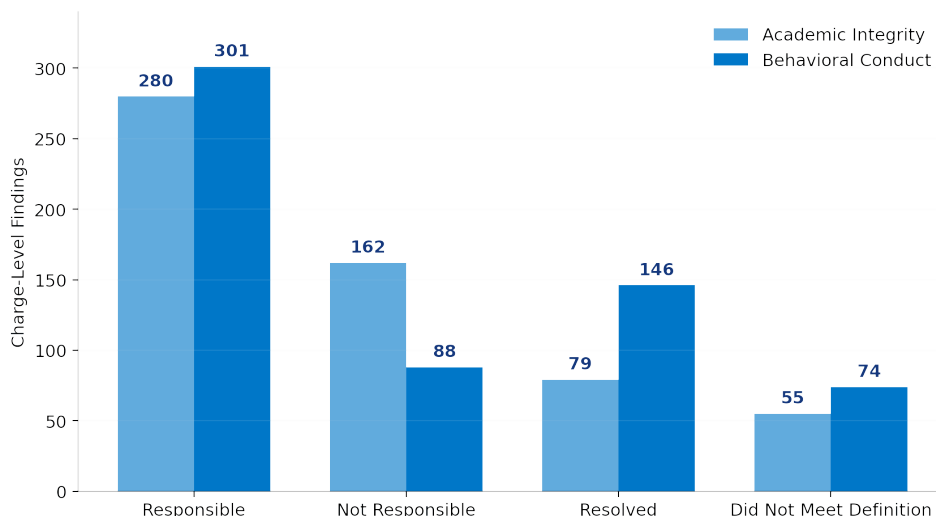
These trends highlight the continuing importance of clear course-level expectations and timely communication regarding collaboration, technology use, assessment requirements, and academic integrity standards.

In response, CSSI expanded consultation and educational engagement with faculty, schools, and instructional partners, creating opportunities to clarify reporting procedures and discuss emerging issues affecting academic integrity.

Behavioral Conduct data also identified continued areas for education related to respectful engagement, policy compliance, responsible decision-making, and community safety.

Because one matter may involve multiple alleged policy violations, charge totals should be interpreted as indicators of the types of concerns reviewed rather than as counts of individual students.

Findings



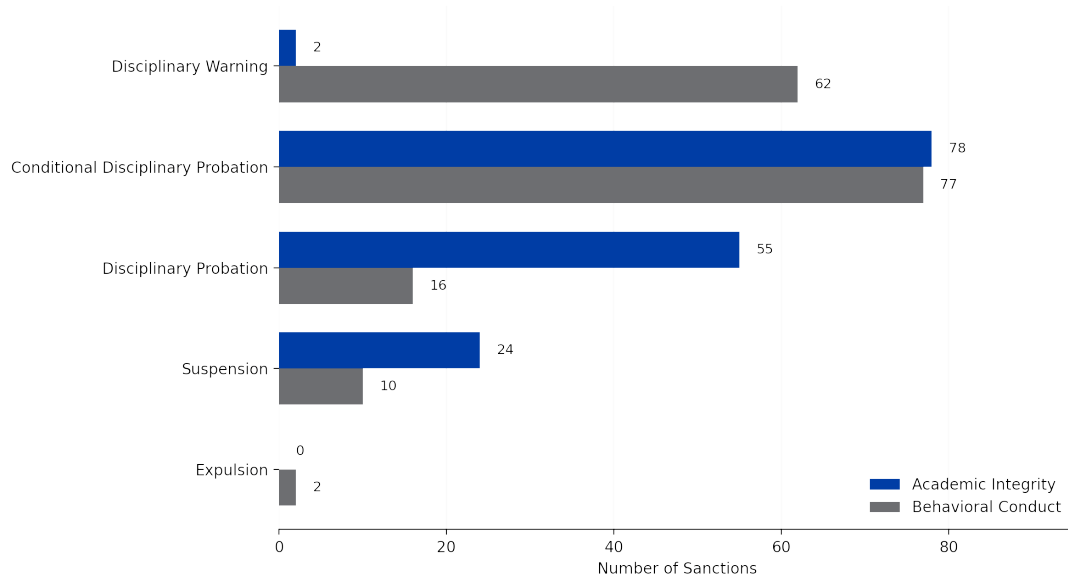
A single case may include multiple findings.

Responsible finding rates decreased compared with the prior year across both Academic Integrity and Behavioral Conduct matters. In Academic Integrity, the responsible finding rate decreased from 61.8 percent to 53.0 percent for undergraduate students, from 69.4 percent to 54.8 percent for graduate and professional students, and from 46.8 percent to 40.7 percent for medical students. Behavioral Conduct showed a similar pattern, with responsible finding rates decreasing from 76.9 percent to 51.7 percent for undergraduate students and from 73.0 percent to 48.5 percent for graduate and professional students.

These year-over-year changes should be interpreted in the context of increased case and charge volume, differences in the types of allegations reported, the number of charges associated with individual cases, the information available for review, and the range of possible outcomes. A lower responsible finding rate does not independently indicate a change in the quality, effectiveness, or rigor of the conduct process.

Continued analysis will help CSSI determine whether these decreases represent a sustained trend or normal year-to-year variation while also informing policy education, documentation practices, and preventive outreach.

Sanctions Imposed



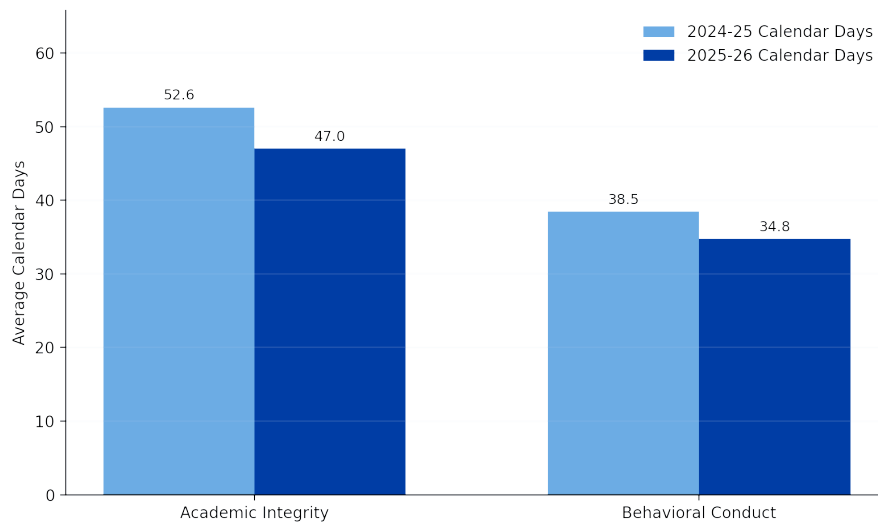
Student Conduct sanctions continued to reflect a graduated range of accountability outcomes, with probationary measures representing a significant share of sanctions imposed during the year.

Probationary sanctions allow students to remain enrolled while establishing formal expectations for future conduct and providing an opportunity to demonstrate continued compliance with University standards.

More serious sanctions were used less frequently and were reserved for matters requiring a higher level of institutional response.

CSSI will continue monitoring sanction patterns and reviewing available guidance to support consistency in the application of University policy and identify emerging trends requiring additional education or assessment.

Resolution Time



Resolution time is calculated from case creation to closure for cases with complete date information.

Academic Integrity cases closed in an average of 47 calendar days in 2025-2026, compared with 52.6 days in the prior year, representing a reduction of 10 percent.

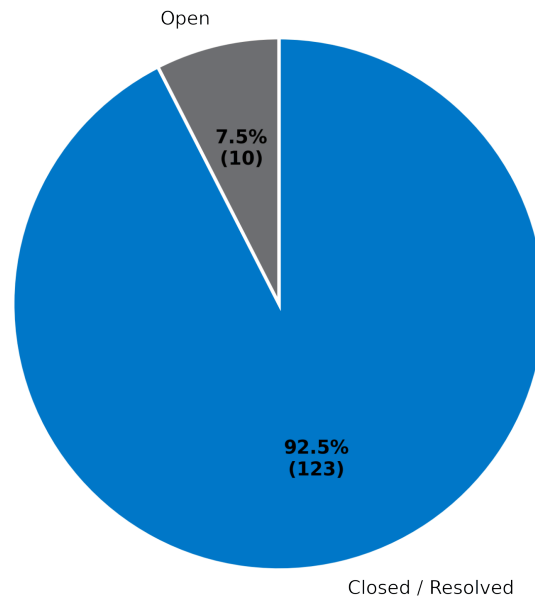
Behavioral Conduct cases closed in an average of 34 calendar days, compared with 38 days in 2024-2025, representing a reduction of 9.6 percent.

These improvements occurred during a period of increased overall Student Conduct activity. More timely resolution can reduce the period during which students are awaiting an outcome while still allowing time for review, participation, information gathering, and coordination with relevant University partners.

CSSI will continue monitoring resolution timelines to understand where additional procedural improvements or clearer communication may further support students and campus partners.

Student Support

Case Status: Open vs. Closed



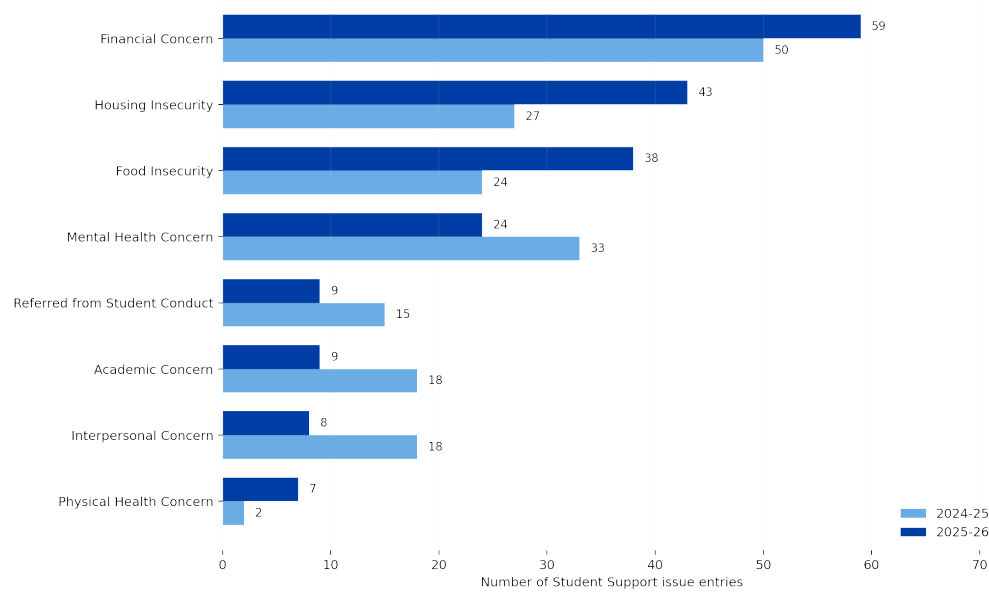
Data reflect case status at the reporting snapshot. Open cases may include students receiving ongoing support or awaiting additional follow-up.

At the reporting snapshot, 92.5 percent of Student Support cases had been closed, while the remaining cases continued to involve outreach, monitoring, resource coordination, or follow-up.

An open Student Support case should not be interpreted in the same way as an active conduct matter. Student Support cases may remain open because a student's needs are ongoing, circumstances have changed, additional resources are being coordinated, or continued engagement is considered beneficial.

The case-status data therefore provide one measure of workflow progression while also reflecting the individualized nature of Student Support work.

Frequently Identified Student Needs



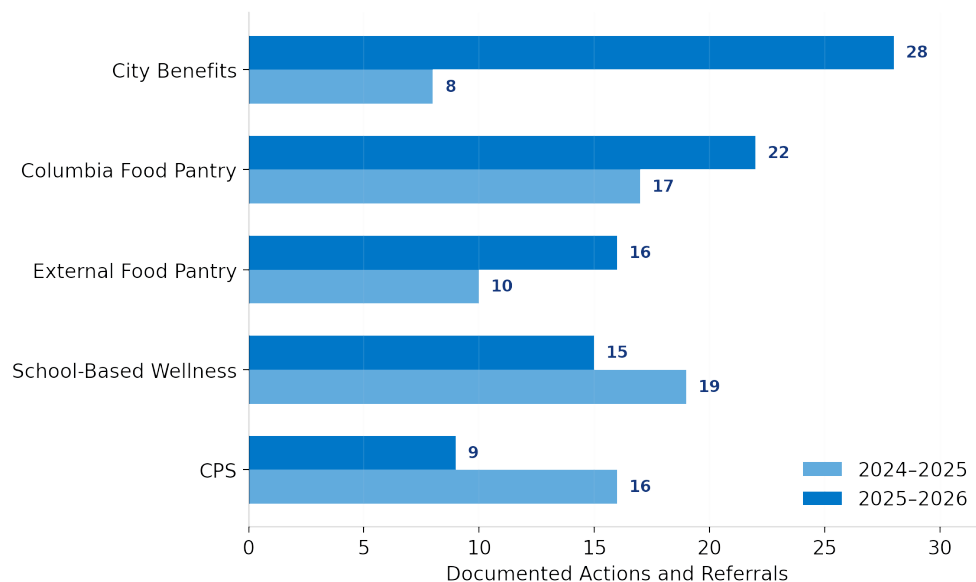
Student Support case data provide insight into the challenges students brought to CSSI during 2025-2026 and help identify where additional coordination or resources may be beneficial.

Frequently identified areas included financial strain, food access, wellness, and other basic-needs concerns. These issues often intersect rather than occurring independently. For example, a student experiencing food insecurity may also be managing housing costs, transportation expenses, academic obligations, or other financial pressures.

Understanding these patterns enables CSSI to strengthen referral pathways, identify gaps in available resources, and collaborate more intentionally with schools and campus or community partners.

Continued assessment of student needs will also help distinguish short-term fluctuations from broader trends that may require more coordinated institutional attention.

Supportive Measures



The accompanying chart presents selected frequently used measures and does not represent every support action provided during the year.

CSSI documented 181 Student Support actions and referrals during 2025-2026, compared with 185 in the prior year. Although overall activity remained relatively stable, the distribution shifted toward more specific basic-needs resources.

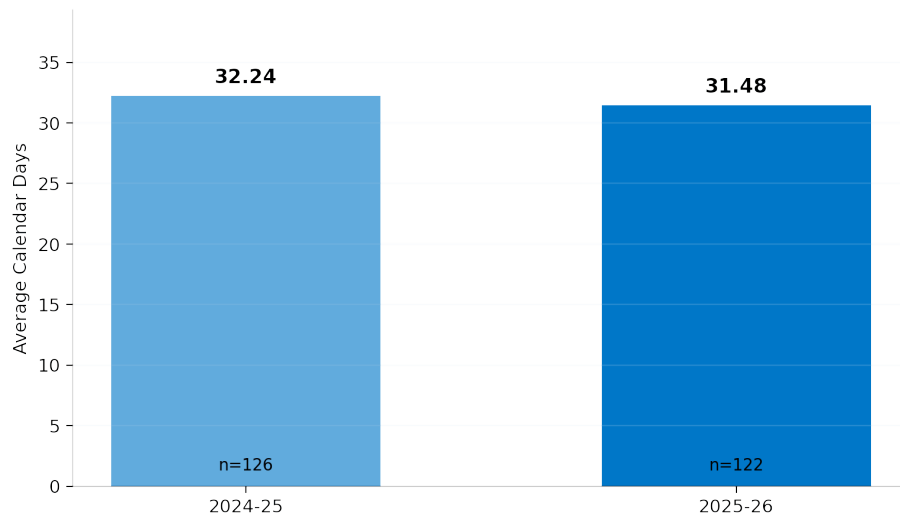
Referrals to city benefit programs increased from eight to 28, while referrals to the Columbia Food Pantry increased from 17 to 22 and referrals to external food pantries increased from 10 to 16.

These shifts are consistent with documented student concerns involving food access, transportation costs, financial pressure, and other cost-of-living challenges. They also reflect CSSI's growing emphasis on helping students navigate public benefits and community-based resources in addition to University services.

Referrals to school-based wellness services and Counseling and Psychological Services decreased during the year. These changes should not be interpreted as evidence of reduced student need, as they may reflect prior connections to services, routing through other University offices, differences in case composition, or changes in documentation practices.

More precise referral categories provide CSSI with a clearer understanding of which resources students are accessing and where additional partnerships or capacity may be needed.

Resolution Time



Resolution time is calculated from case creation to closure for cases with complete date information.

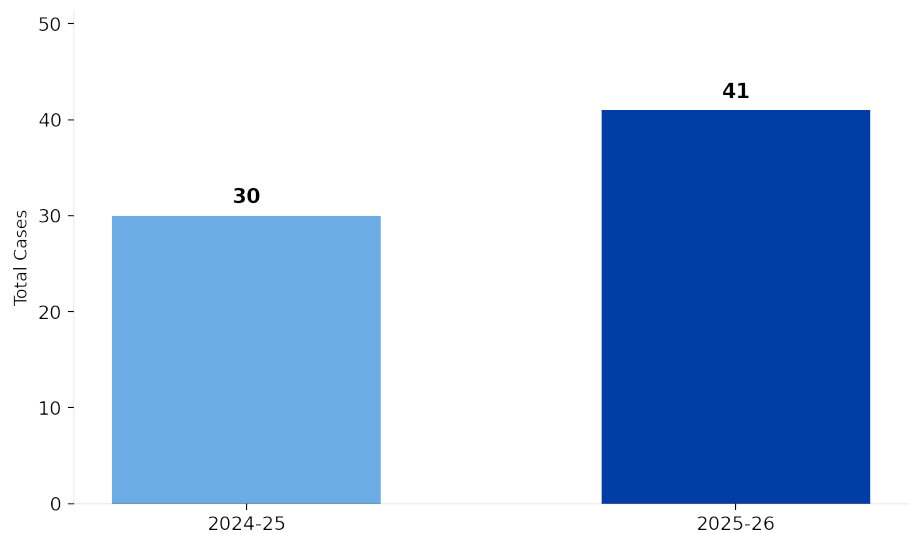
Student Support cases closed on an average of 31.48 calendar days in 2025-2026, compared with 32.24 days in the prior year.

Unlike a transactional service measure, Student Support resolution time reflects the duration of coordinated assistance. A case may involve multiple conversations, referrals, school coordination, resource navigation, and follow-up as a student's circumstances develop.

The relatively stable timeline therefore reflects sustained case-management engagement rather than a goal of closing Student Support cases as quickly as possible.

CSSI will continue monitoring case duration alongside student needs, referral patterns, and outcomes to better understand how support can remain both responsive and appropriately sustained.

Return to Columbia



Return to Columbia provides a structured pathway for students seeking to re-enroll following disciplinary suspension. The program is designed to support preparation for re-entry while helping students reflect on their experience, identify goals, and establish resources that may support their continued academic and personal progress.

Because participation may extend across more than one academic year, Return to Columbia is best understood as a multi-stage process rather than a single re-enrollment decision. Students may remain engaged with CSSI and their schools as they complete reflective activities, participate in meetings, develop support plans, and prepare for their return.

During 2025-2026, CSSI continued refining the program through stronger school coordination, revised re-enrollment planning, and additional opportunities for goal setting, reflection, and support-system development.

This approach reflects CSSI's broader commitment to combining accountability with structured preparation and individualized support while continuing to assess how students navigate the period before, during, and after re-entry.

Feedback and Analysis

Student Feedback

Student feedback remains an important source of information for understanding how CSSI's programs and processes are experienced and where additional improvements may be needed.

During 2025-2026, CSSI gathered feedback related to Dean's Discipline, the Food Pantry, operational support, Student Support, Return to Columbia, and educational programming. Across these areas, students consistently emphasized the value of clear communication, practical resources, individualized guidance, and supportive interactions while also identifying opportunities to improve preparation, access, and procedural clarity.

Dean's Discipline Climate Survey

Students who participated in Educational Resolution Processes or Dean's Discipline hearings were invited to provide feedback following their experience.

Responses were received from students representing 12 schools, with an overall response rate of 19 percent. Because participation was voluntary and represents a subset of students who participated in the conduct process, the results should be understood as feedback from respondents rather than as representative of every student's experience.

Among respondents, 82 percent reported feeling heard throughout the process, while 74 percent indicated that hearing officers helped them reflect on the impact of their behavior. Students also reported opportunities to share their perspectives, ask questions, and receive information about the process.

Students whose schools participated in hearings generally described that involvement as supportive, while Student Conduct Navigators and CSSI staff were frequently identified as helpful resources for navigating an unfamiliar process.

The feedback also identified important areas for continued improvement. Some respondents described feeling anxious or underprepared before their hearing and expressed interest in additional information about what to expect throughout the process.

These findings provide CSSI with both affirmation and direction. Student feedback has informed refinements to hearing preparation, communications, support resources, and educational materials, and will continue to guide improvements aimed at reducing uncertainty and strengthening students' understanding of the process.

Food Pantry

Food Pantry feedback provides important context for understanding utilization data and the broader ways food insecurity and financial pressure affect participating students.

Seventy-six students completed the annual Food Pantry survey. Among respondents, 57 percent reported that hunger or limited food access sometimes or often affected their academic performance, while 78 percent reported that Pantry use allowed them to redirect limited financial resources toward other expenses such as housing, healthcare, transportation, and academic materials.

Respondents also identified scheduling, operating hours, fresh food, protein, vegetarian selections, and culturally relevant foods as areas where additional access or variety would be beneficial.

These findings help explain why Pantry utilization should be understood as more than a measure of food distribution. For participating students, access to food resources may intersect with broader financial choices and academic pressures.

Student feedback has informed expanded fresh food partnerships, exploration of flexible pickup models, inventory planning, and stronger public-benefits navigation. Because the survey reflects respondents rather than all Pantry users, these results should be interpreted as indicators of participating students' experiences and priorities.

Operational Process Support

Operations often serves as one of the first points of contact for students navigating Dean's Discipline, particularly when students are receiving procedural information, scheduling meetings, accessing case materials, or preparing for a hearing.

Survey data indicate that many respondents experienced these operational supports as timely and accessible. Among students who answered questions about the pre-hearing process, 84 percent agreed or strongly agreed that CSSI responded to their questions in a timely manner, while 91 percent reported being able to review their electronic case file at least one business day before their hearing.

Traditional file reviews provide students with an additional opportunity to review case materials, understand procedural expectations, and ask questions before participating in the conduct process. Among respondents who participated in a traditional file review, 68 percent indicated that the meeting helped prepare them for Dean's Discipline.

At the same time, participation data suggest an opportunity to communicate more clearly about the purpose and availability of file reviews and to continue evaluating how the experience can better support students who choose to participate.

Taken together, these findings reinforce the importance of clear procedural communication and timely access to information as students prepare to engage in an unfamiliar process.

Student Support & Return to Columbia

Feedback across Student Support and Return to Columbia consistently emphasized the importance of individualized guidance, practical resources, clear communication, and sustained engagement.

Students described value in working with staff who listened to their concerns, helped clarify available options, and provided connections to relevant University and community resources.

Return to Columbia participants similarly identified regular communication, individualized planning, and structured guidance as important while preparing for potential re-entry. These themes align with the program's emphasis on reflection, goal setting, school coordination, and support-system development.

Student Support programming also received positive feedback from participating students, particularly when workshops and resource-navigation opportunities addressed practical concerns related to basic needs, housing, financial well-being, and other challenges affecting the student experience.

Across these areas, student feedback reinforces that meaningful support often combines empathy with action: listening to a student's circumstances while also providing clear next steps, practical resources, and continued connection when additional assistance is needed.

Partner School Feedback

Feedback from schools and campus partners provides another important perspective on how CSSI's work functions within Columbia's broader student support environment.

During 2025-2026, partners generally described CSSI staff as professional, responsive, thoughtful, and accessible. Feedback emphasized the value of timely guidance, consultation, coordinated case management, administrative support, Maxient training and troubleshooting, resource navigation, and Return to Columbia planning.

Partners also identified opportunities for continued improvement, particularly related to communication timelines, procedural clarity, training, and coordination across matters involving multiple offices.

Feedback regarding Group Conduct reflected the inaugural nature of SGARB implementation. Partners recognized the importance of the new process while identifying opportunities to

continue increasing awareness, strengthening communication, and clarifying procedures as the program matures.

Taken together, partner feedback provides both affirmation of CSSI's collaborative role and a practical roadmap for future improvement. CSSI will continue using this feedback alongside student assessment and operational data to guide priorities for the coming year.

Closing

Final Reflections & Moving Forward

The 2025-2026 academic year reflected continued growth in both the scale and complexity of CSSI's work. Across student conduct, individualized case management, food access, conflict support, educational programming, student leadership, and student group accountability, the Center continued strengthening the systems and relationships needed to support students across a wide range of circumstances.

Several themes emerged consistently across the year's data and assessment. Students continue to navigate interconnected challenges involving financial stability, food access, academic expectations, interpersonal concerns, and community accountability. At the same time, schools and campus partners increasingly rely on CSSI for consultation, coordination, training, reporting, and resource navigation.

CSSI responded to these needs by strengthening partnerships, expanding educational resources, improving case-management and operational practices, investing in basic-needs support, and creating additional opportunities for students to connect with resources before concerns become more difficult to address.

Assessment remained central to this work. Feedback from students, Food Pantry users, Return to Columbia participants, student leaders, SGARB participants, and campus partners continued to influence policies, communications, programming, and service delivery. Across these assessment efforts, a consistent theme emerged: students value services that combine clear information, individualized guidance, practical resources, and supportive relationships.

In 2026-2027, CSSI will continue strengthening its integrated approach to student support and accountability. Priorities include expanding proactive conflict support, refining Student Conduct and Group Conduct processes, strengthening prevention and educational programming, improving data and operational systems, and increasing flexible access to food and other basic-needs resources.

The next phase of CSSI's work will therefore focus not simply on expanding the number of services offered, but on using data, assessment, collaboration, and student experience to determine where clearer pathways, earlier intervention, stronger coordination, and sustainable resources can make the greatest difference.

Through this continued work, CSSI will remain focused on helping students understand their options, access appropriate resources, navigate University processes, and remain connected to the support necessary to continue progressing toward their academic and personal goals.